

OPENING REMARKS



**Robert L. King, President
Council on Postsecondary Education**



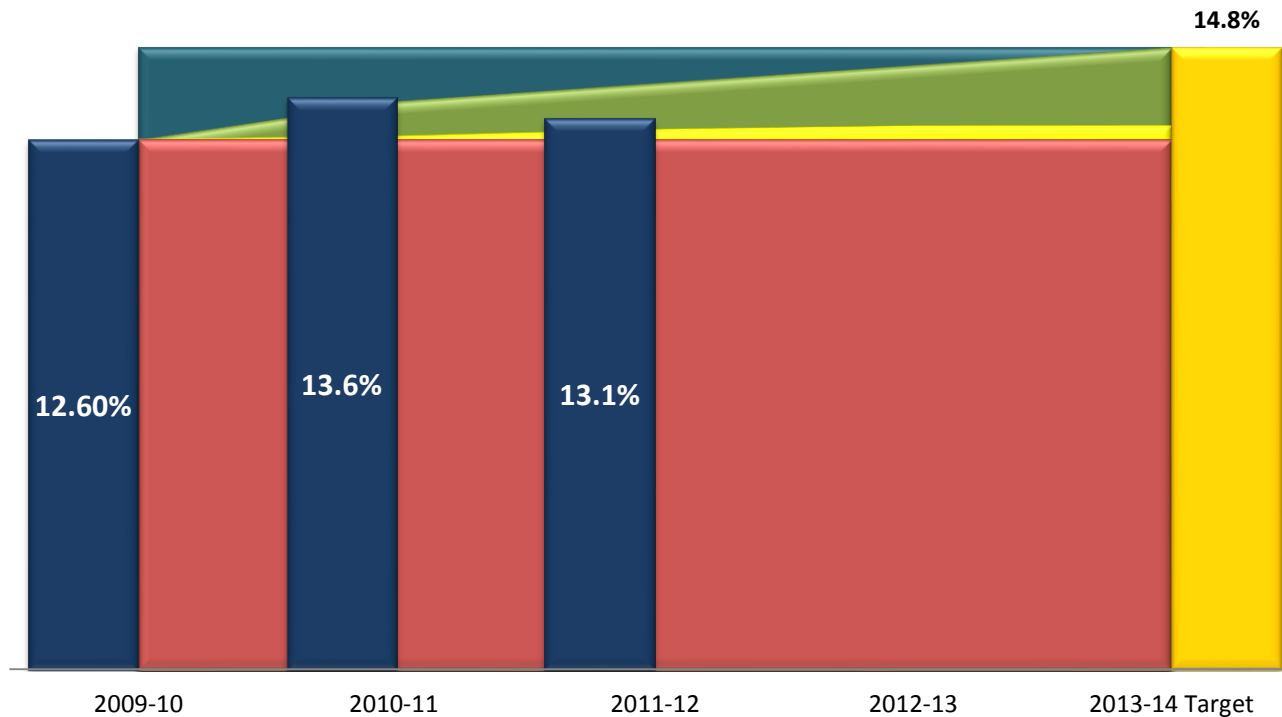
STUDENT SUCCESS



Associate's degree graduation rate

Three-year graduation rate of first-time, full-time associate's degree seekers (IPEDS).

Data Source: CPE Comprehensive Database (KPEDS).



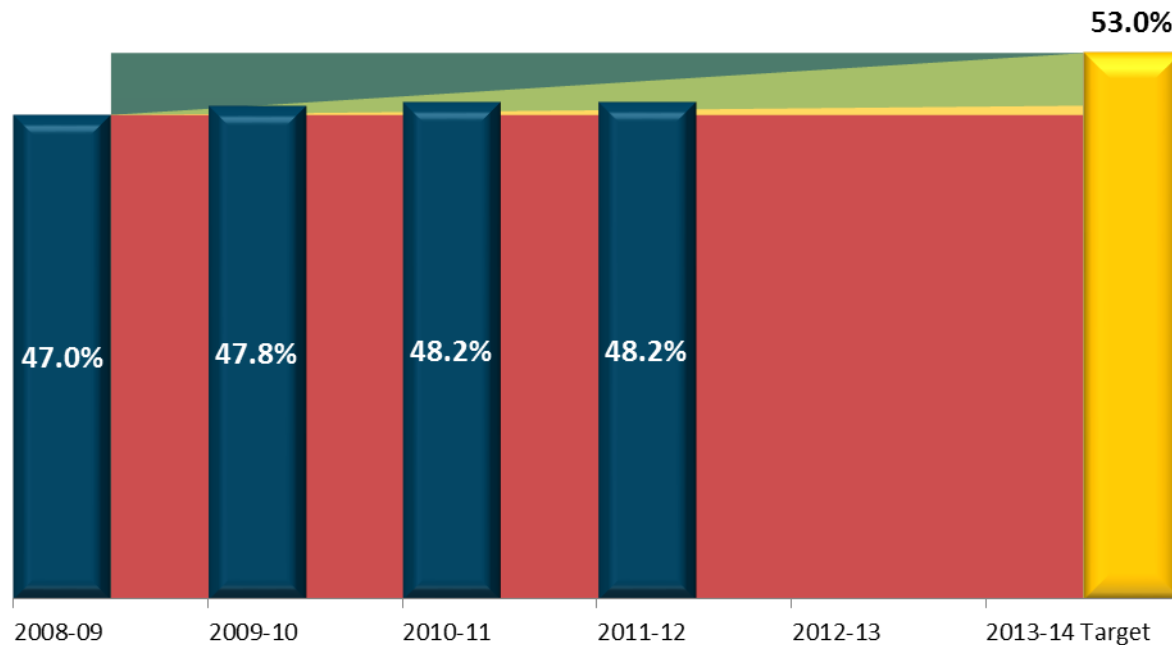


STUDENT SUCCESS



Bachelor's degree graduation rate

Six-year graduation rate of first-time, full-time bachelor's degree seekers (IPEDS).
Data Source: CPE Comprehensive Database (KPEDS).





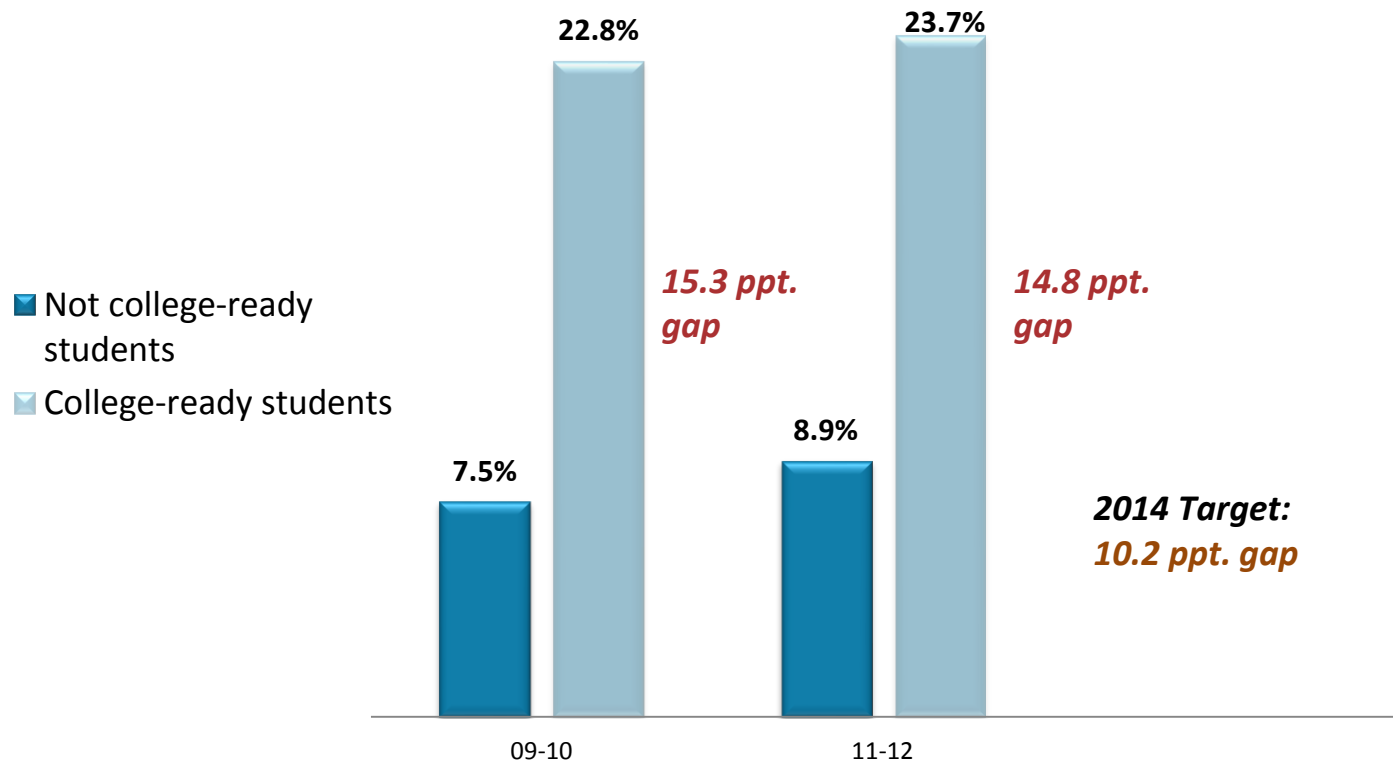
STUDENT SUCCESS



Graduation rate gaps of underprepared students, KCTCS

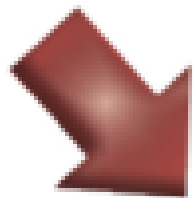
Gap between the graduation rate of college-ready and not college-ready students (using the IPEDS three-year graduation rate).

Data Source: CPE Comprehensive Database (KPEDS) .





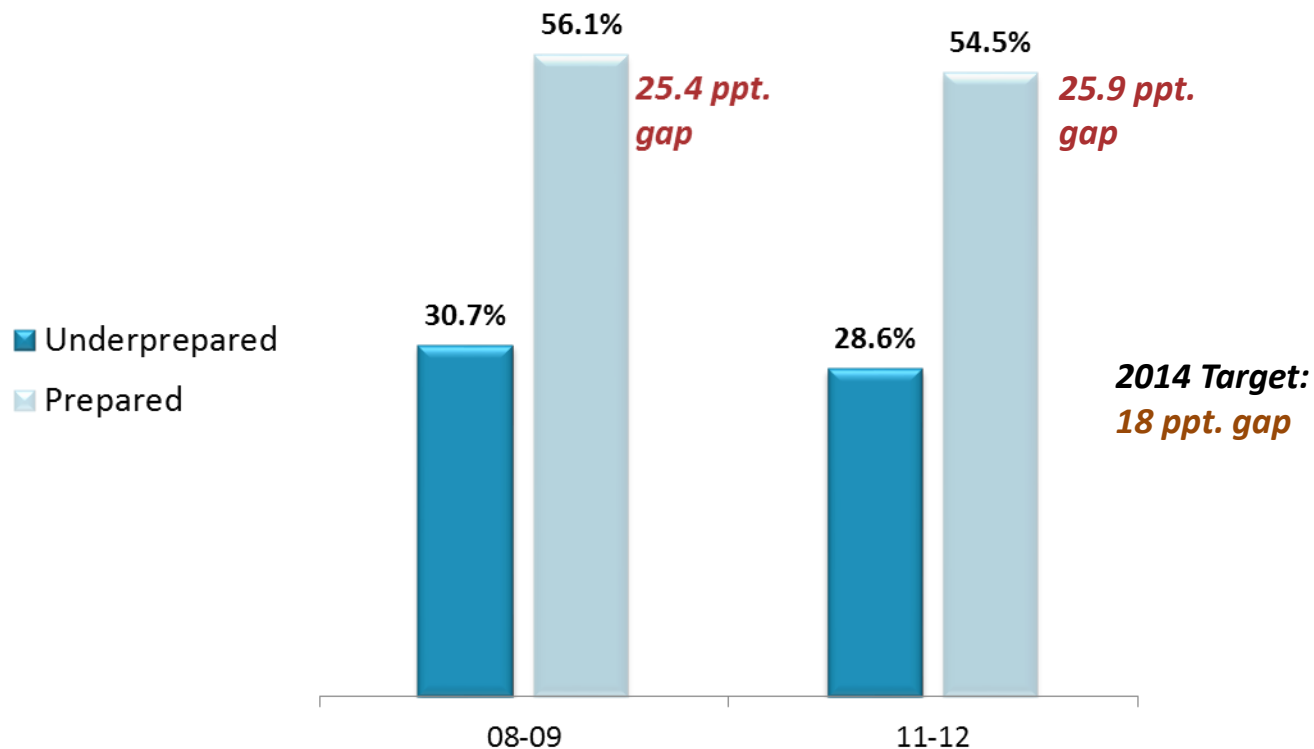
STUDENT SUCCESS



Graduation rate gaps of underprepared students

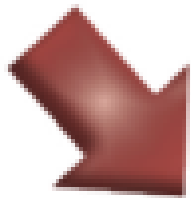
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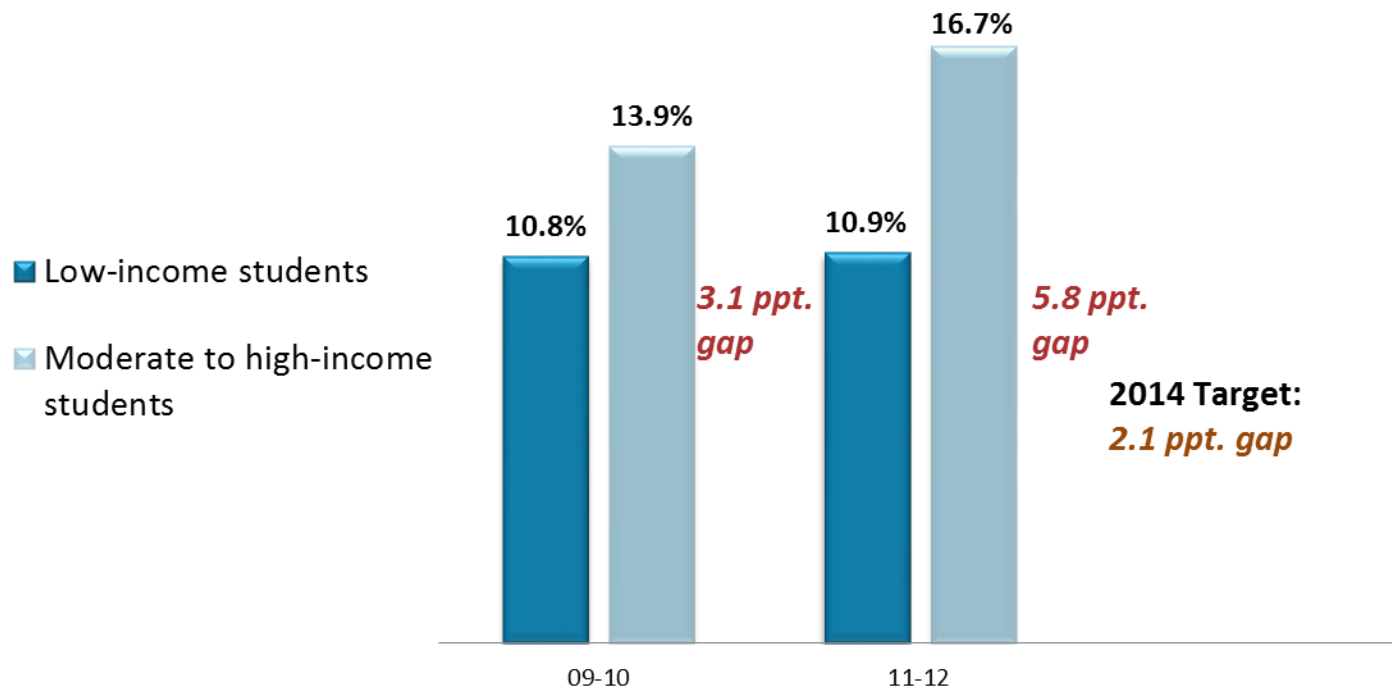
STUDENT SUCCESS



Graduation rate gaps of low-income students, KCTCS

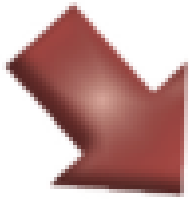
Gap between the graduation rate of Pell grant recipients and non-recipients (using the IPEDS three-year graduation rate).

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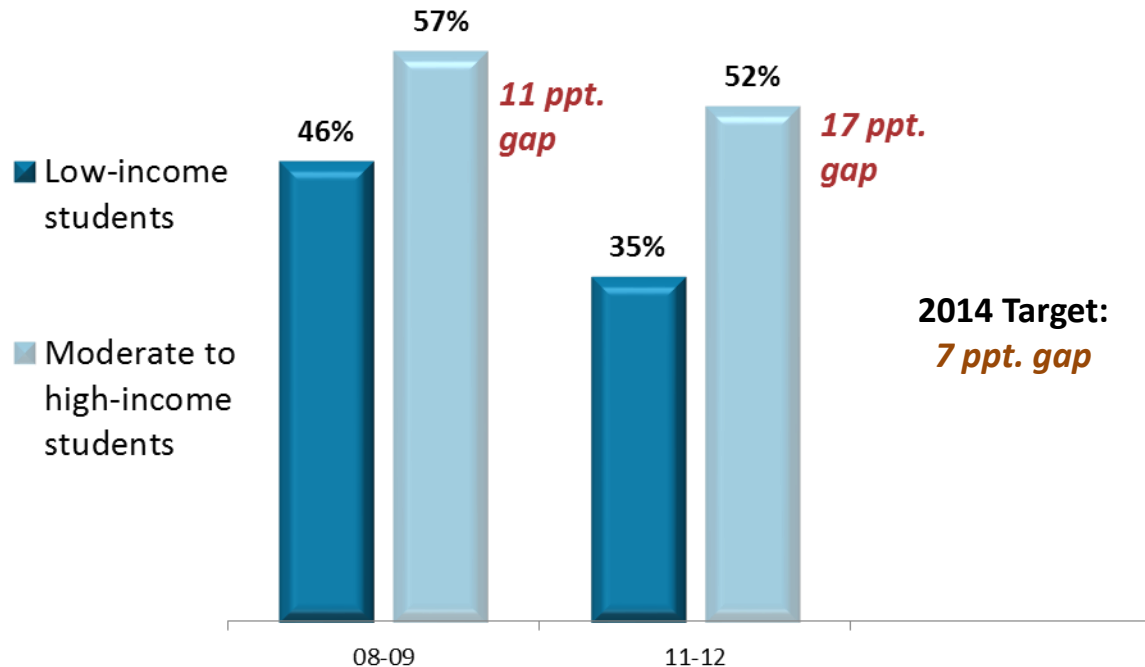
STUDENT SUCCESS



Graduation rate gaps of low-income students

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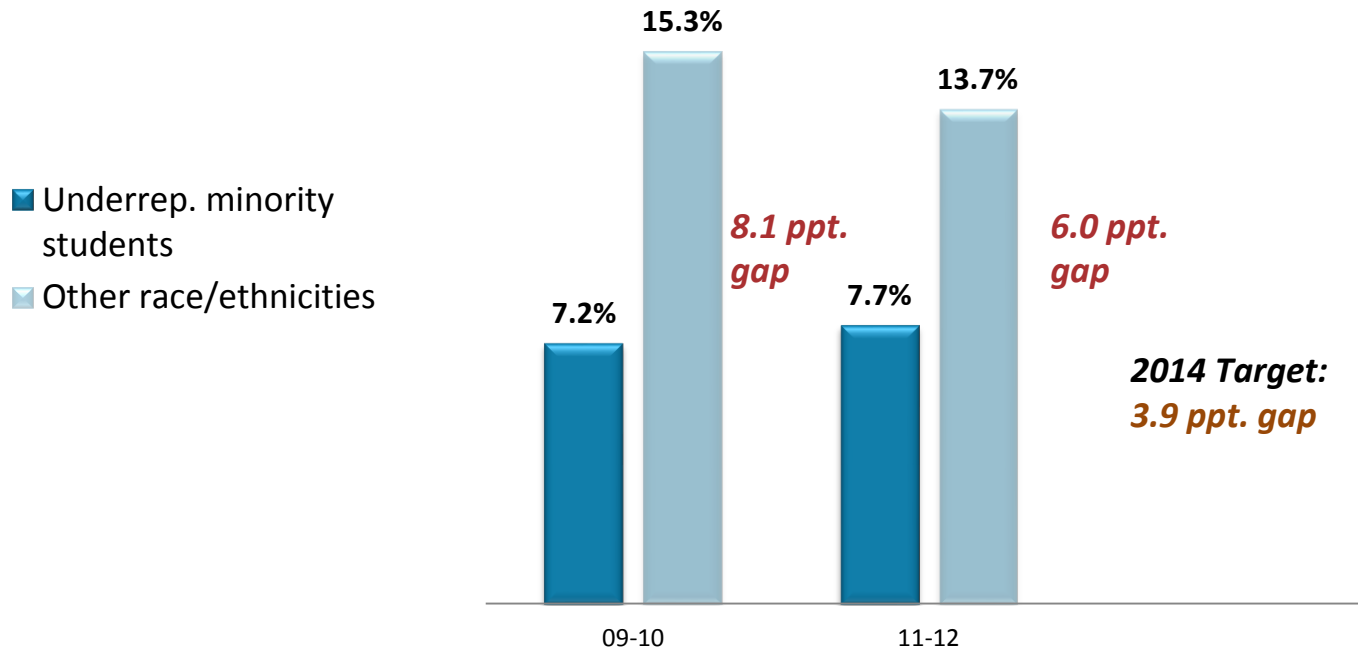


STUDENT SUCCESS



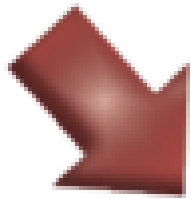
Graduation rate gaps of underrepresented minority students, KCTCS

Gap between the graduation rate of African-American, Latino, American Indian and Hawaiian/Pacific Islander students and the graduation rate of White and Asian students (using the IPEDS three-year graduation rate). *Data Source: CPE Comprehensive Database (KPEDS).*



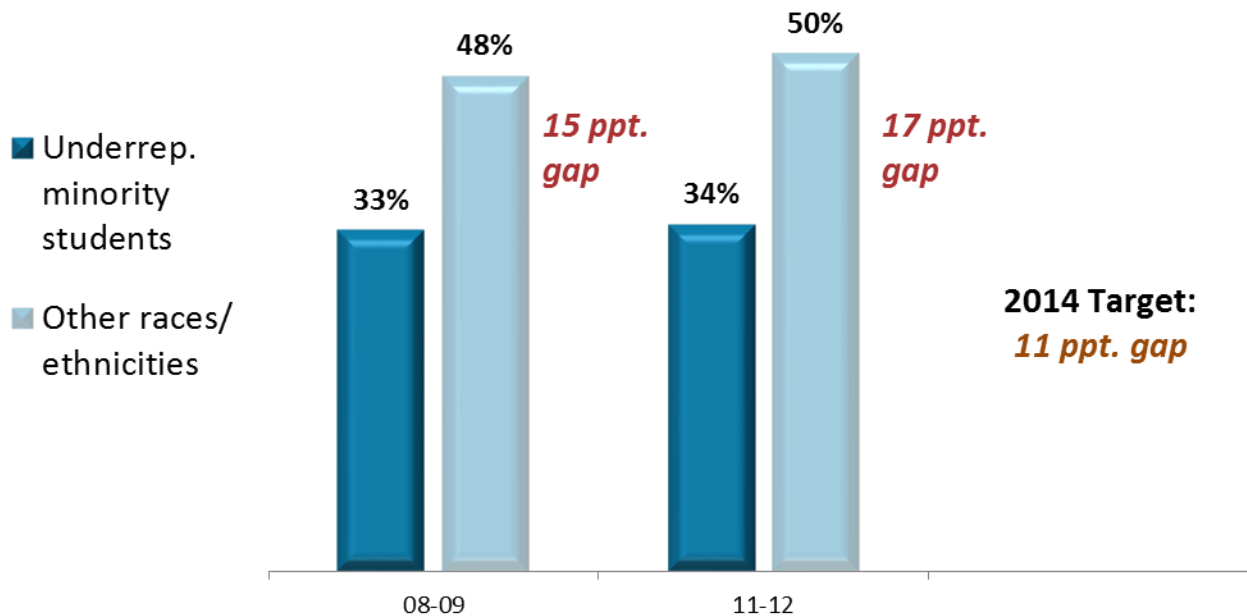


STUDENT SUCCESS

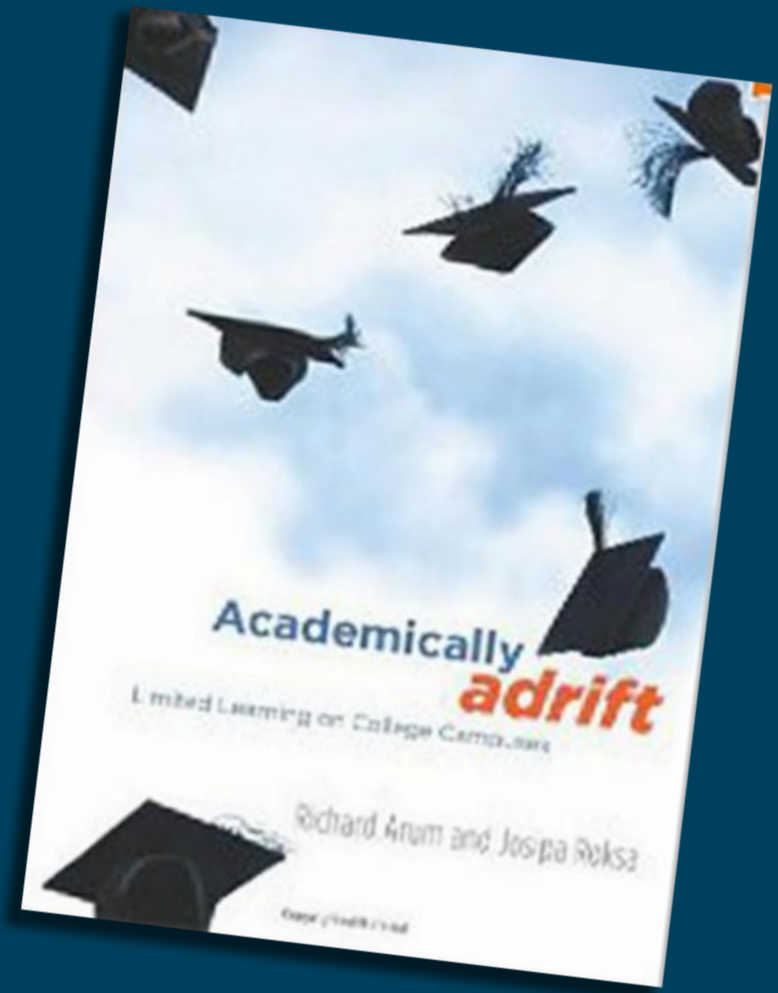


Graduation rate gaps of underrepresented minority students

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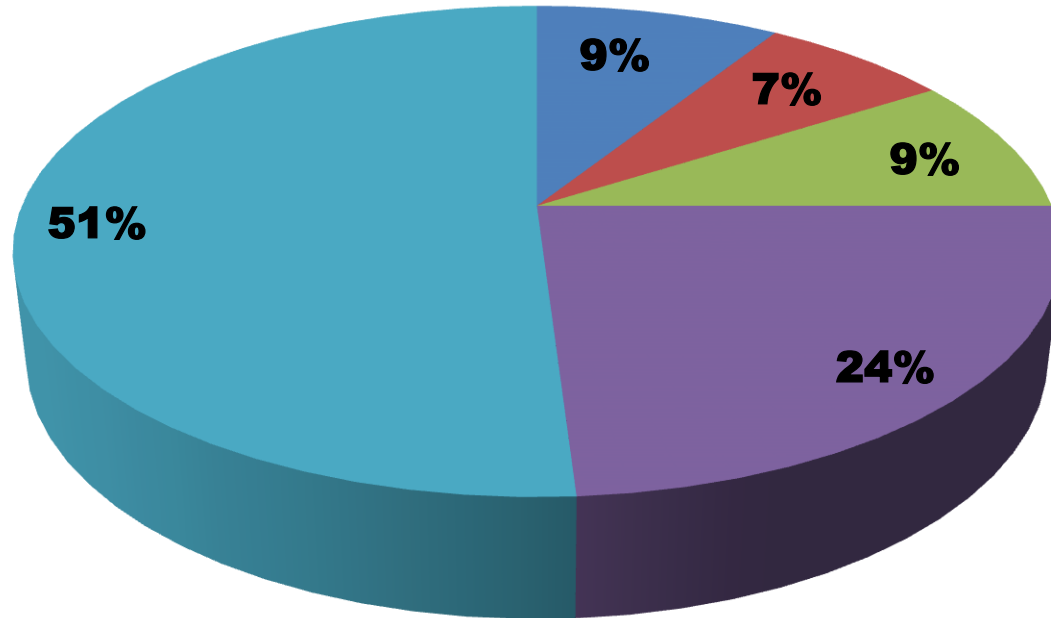


“Policy makers and practitioners alike have focused on keeping students in college, assuming that if they stay they will learn. But...[t]he simple act of staying enrolled does not ensure that students are learning much. If...students are learning and engaged, they will likely stay enrolled and graduate.”



From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 136.

How Students Use Their Time (Based on 168 hours, a full week)



- Attending class/lab
- Studying
- Working, volunteering, fraternities/sororities, student clubs
- Sleeping (estimated)
- Socializing and other

From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 97.



Faculty Demands in Reading/Writing Survey Results

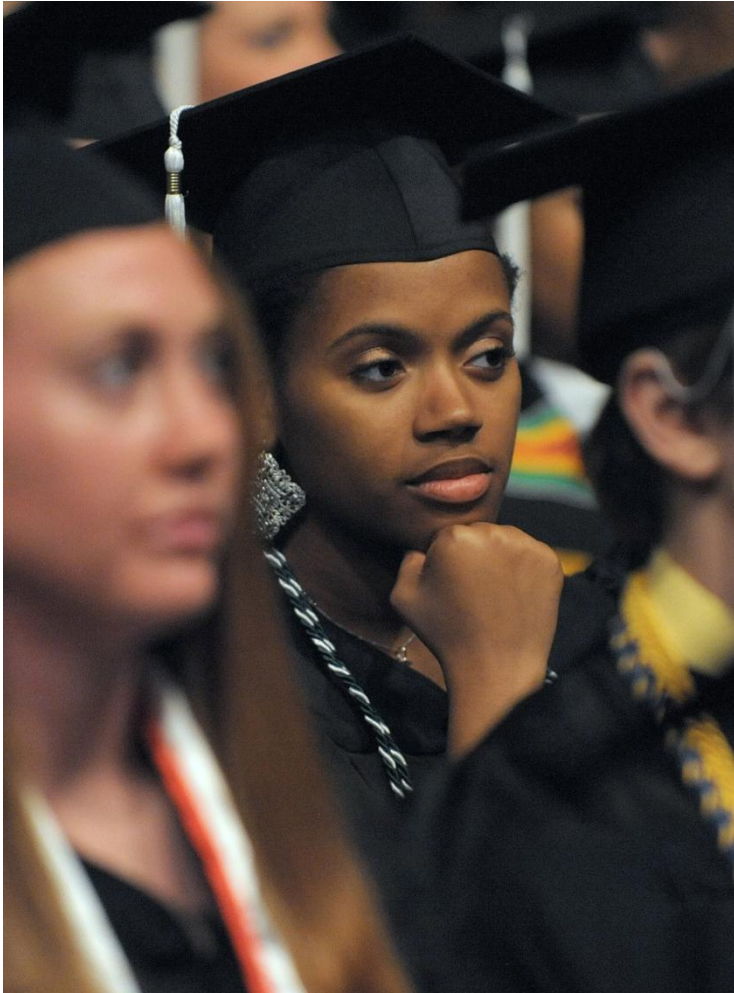


- 83% of freshmen and 51% of seniors had not written a paper longer than 20 pages in the current academic year.
- Even in the top 10% of schools, 33% of seniors had not written a paper longer than 20 pages in their final year.
- 30% of college students had not taken a course in the previous semester that required 40 or more pages of reading per week.

From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 71.



“Student success becomes an institutional priority when leaders make it so.”



This includes

- Providing the vision;
- Motivating broad engagement and openness to change, continuous evaluation and growth; and
- “Getting the right people” – those committed to undergraduate learning.

From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 127.



What Are the Most-needed Skills?

How Project-Based Learning Builds 21st-Century Skills

MAY 2, 2012

“... Research presented last week at the American Educational Research Association annual meeting offers some insights. Teachers who use PBL -- and who also have taken part in extended professional development -- report more teaching and assessment of 21st-century skills, compared with a closely matched comparison group. That means students in PBL classrooms are spending more time learning about important content through experiences that emphasize critical thinking, collaboration, creativity, and communication...”

The New York Times

Sunday Review

WORLD U.S. N.Y./REGION BUSIN

OP-ED COLUMNIST

Need a Job? Invent I

By THOMAS L. FRIEDMAN

Published: March 30, 2013 | 80 Comments



“... The capacity to innovate -- the ability to solve problems creatively or bring new possibilities to life -- and skills like critical thinking, communication and collaboration are far more important than academic knowledge...”

Tools OF thought

POLICY

PRACTICE

VOICES

My View: What a 21st-century science

②
Communications; Critical Thinking; Collaboration - skills we need most
Education needs to be relevant to students

different from the one we grew up in. I've had the privilege of collaborating with P21's members, partners and leadership states to help educators embed key 21st-century skills -- like the four Cs of communication, collaboration, creativity and critical thinking -- into the educational experiences of all children. ...”

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